



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3443 E. Calistoga, Gilbert, AZ 85297

Higley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Maureen E. Migacz
Schedule : 08:00 AM to 04:35 PM
Grades : Pre-K-8
Web Address :
Phone Number : (480) 279-7000
Fax Number : (480) 279-7205
E-mail : mmigacz@santan.husd.org

Mission

San Tan is committed to providing quality academic and cultural opportunities for all of our kindergarten through eighth grade students. We promise to offer the best educational practices that are needed to make our students ready to enter a highly technological global economy. This will be accomplished by securing quality staff who are highly skilled and who possess a heart for children. This is San Tan's dedication to our students and parents.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Based upon 2005/06 AIMS and Terra Nova data, each grade level has created improvement goals and action plans to increase student achievement in the one content area. Results of the 2006 AIMS test will reveal the effectiveness of the action plans.
- ü Student performance will be improved by increased communication to parents about expectations, standards/curriculum, and the current status of their child's achievement. The goal is to increase the partnership between parent and teacher.
- ü Our goal is to create a supportive community for our students both academically and socially. Quality Learning tools will be used in each classroom with students providing shared vision in the ownership of their classroom's goals and expectations.

Enrollment

October 1, 2005 School Year Student Enrollment : 1259
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü K-8 Six Trait Writing
- ü Accelerated Reader Program
- ü Elementary Gifted Program
- ü Accelerated Course for 6-8Grades
- ü Guided Reading for grades K-5
- ü Literature Circles in grades 3-5
- ü Performance Arts Electives
- ü Leadership/Speech and Debate/Life Skills

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

San Tan Elementary is committed to quality communication to the parents of our students. Bi-weekly newsletters inform parents of instructional activities, AZ standards being addressed, current classroom happenings, homework, and upcoming events.

The San Tan staff has the responsibility to each parent to provide a safe and orderly environment for their child. We are committed to providing safety for our students both before, during and at after school functions.

Parents

San Tan parents are responsible to be actively engaged in a partnership with their child's teacher. Our parents are encouraged to volunteer in their child's classroom, participate in our Site Council, become an active member of the P.T.O, and ensure that home is supportive of the school requirements.

Parents are responsible to make sure their child is rested, well cared for, and in attendance regularly.

Transportation Policy

The HUSD provides transportation for students living farther than a mile from San Tan. Qualified Special Education students are provided door-to-door transportation.

Students are required to remain seated at all times. Loud noises and inappropriate behavior will not be accepted. Safety of all students being transported is paramount to our policy.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü KNIX Teacher of the Month	2003
ü Nominees for Disney Teacher of the Year (2)	2001
ü Multiple Wells Fargo Grants Received	2004
ü Gilbert Chamber Winner: Volunteer of theYear	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	622	80010	97	100	99	464	465	447	6	4	10	12	11	18	55	59	53	27	26	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	289	38935	97	100	99	462	462	447	5	6	9	14	11	19	55	58	55	26	25	17
Male	66	332	40974	97	99	98	466	467	448	6	3	11	11	11	18	55	60	52	29	27	19
African American	NC	30	4201	NC	97	99	NC	437	430	NC	10	17	NC	30	23	NC	53	51	NC	7	9
Hispanic	21	110	34545	95	99	99	455	449	432	5	8	14	14	15	24	57	62	53	24	15	9
Asian/Pacific Islander	--	13	2068	--	87	99	--	462	474	--	NA	4	--	23	10	--	46	50	--	31	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	89	459	35142	99	100	99	471	471	465	4	3	5	8	8	11	56	59	56	31	30	28
Students with Disabilities	11	68	10161	79	94	93	418	430	419	18	19	28	36	28	28	45	41	36	NA	12	8
Students without Disabilities	113	554	69849	99	100	100	469	469	451	4	3	7	10	9	17	56	61	56	30	28	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	22	97	39029	96	99	98	438	443	432	14	11	14	27	19	25	50	56	52	9	14	9
Non-Economically Disadvantaged	102	525	40981	97	100	100	470	468	462	4	3	6	9	10	13	56	59	54	31	28	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	607	79438	91	97	98	472	468	451	4	3	9	15	16	24	64	68	56	17	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	288	38775	97	99	99	478	474	457	5	3	7	10	13	22	67	68	58	17	16	13
Male	59	318	40560	87	95	97	466	463	446	3	3	12	19	18	25	61	68	54	17	11	9
African American	NC	29	4178	NC	94	98	NC	453	439	NC	7	13	NC	21	29	NC	69	52	NC	3	6
Hispanic	20	109	34297	91	98	98	458	456	434	5	5	14	30	25	31	60	62	50	5	8	5
Asian/Pacific Islander	--	13	2063	--	87	99	--	461	475	--	NA	3	--	23	15	--	69	63	--	8	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	84	447	34887	93	97	98	478	473	471	2	2	4	11	13	15	65	69	63	21	16	18
Students with Disabilities	NC	54	9588	NC	75	88	NC	433	416	NC	19	30	NC	28	32	NC	50	34	NC	4	5
Students without Disabilities	113	553	69850	99	100	100	472	472	456	4	1	7	15	15	23	64	70	59	18	14	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	21	96	38685	91	98	97	454	448	435	10	7	14	33	28	32	43	60	50	14	4	5
Non-Economically Disadvantaged	96	511	40753	91	97	99	476	472	467	3	2	5	10	14	16	69	69	62	18	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	621	79971	98	99	99	452	447	423	2	5	8	25	25	41	63	62	49	10	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	290	38974	100	100	99	465	464	437	2	2	5	13	16	33	77	72	57	8	10	4
Male	66	330	40895	97	99	98	440	433	410	3	7	10	35	33	47	50	53	41	12	7	2
African American	10	31	4203	100	100	99	NA	417	411	NA	10	11	NA	39	45	NA	52	43	NA	NA	2
Hispanic	20	109	34481	91	98	99	459	449	410	NA	3	10	15	29	46	80	62	43	5	6	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	438	449	NC	7	4	NC	14	28	NC	79	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	90	457	35150	100	100	99	459	450	437	1	5	5	26	24	35	60	62	56	13	10	5
Students with Disabilities	12	68	10258	86	94	94	405	398	377	NA	15	23	67	50	51	33	32	25	NA	3	1
Students without Disabilities	114	553	69713	100	100	100	457	453	429	3	4	5	20	22	39	66	65	52	11	9	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	23	98	38994	100	100	98	437	441	409	9	4	10	26	36	47	57	55	41	9	5	1
Non-Economically Disadvantaged	103	523	40977	98	99	100	456	448	437	1	5	5	24	23	34	64	63	56	11	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	636	80147	98	100	99	496	503	482	5	4	11	12	11	17	50	50	49	34	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	319	39281	100	100	99	494	500	483	4	4	9	17	12	17	42	49	50	36	35	24
Male	61	317	40780	95	98	98	498	505	482	5	4	12	5	10	17	59	50	48	31	36	24
African American	NC	38	4249	NC	100	99	NC	484	464	NC	5	17	NC	26	22	NC	37	48	NC	32	13
Hispanic	38	126	33494	95	98	99	479	490	466	8	5	15	18	16	23	55	60	49	18	20	14
Asian/Pacific Islander	NC	17	2103	NC	100	99	NC	540	515	NC	NA	4	NC	NA	8	NC	35	44	NC	65	45
American Indian/Alaskan Native	NC	14	4117	NC	100	96	NC	484	456	NC	14	19	NC	21	27	NC	36	46	NC	29	8
White	80	441	36122	100	100	99	510	507	501	3	3	5	4	8	10	50	49	50	44	39	35
Students with Disabilities	19	73	10295	90	97	92	460	460	443	16	18	33	32	36	26	42	32	33	11	15	8
Students without Disabilities	111	563	69852	100	100	100	502	508	488	3	2	7	8	8	16	51	52	51	38	38	26
Limited English Proficient Students	NC	11	12722	NC	85	97	NC	421	441	NC	45	27	NC	27	33	NC	27	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	112	38371	96	96	97	492	490	465	4	4	15	16	14	23	56	56	49	24	25	13
Non-Economically Disadvantaged	105	524	41776	99	100	100	497	505	498	5	4	6	10	10	11	49	48	49	36	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	621	79686	93	97	98	479	486	470	2	4	11	22	15	24	70	71	57	7	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	315	39163	99	99	99	485	488	475	1	4	9	25	16	22	64	70	60	9	10	10
Male	56	306	40438	88	95	97	473	484	465	2	4	13	18	15	25	77	73	54	4	9	7
African American	NC	38	4228	NC	100	98	NC	478	458	NC	5	15	NC	24	28	NC	68	53	NC	3	4
Hispanic	35	122	33299	88	95	98	469	478	452	6	6	17	29	22	32	60	63	47	6	9	3
Asian/Pacific Islander	NC	17	2097	NC	100	99	NC	498	490	NC	NA	5	NC	12	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	12	4087	NC	86	96	NC	469	446	NC	17	16	NC	17	38	NC	50	44	NC	17	2
White	77	432	35914	96	98	98	487	489	489	NA	3	5	16	13	15	77	75	67	8	10	14
Students with Disabilities	12	58	9808	57	77	87	454	451	432	8	19	35	33	28	32	50	50	30	8	3	3
Students without Disabilities	111	563	69878	100	100	100	482	490	475	1	2	8	21	14	23	72	74	61	6	10	9
Limited English Proficient Students	NC	10	12594	NC	77	96	NC	NA	422	NC	NA	34	NC	NA	45	NC	NA	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	107	38095	88	91	97	473	475	452	4	7	17	26	19	32	70	73	48	NA	2	3
Non-Economically Disadvantaged	100	514	41591	94	98	99	481	488	486	1	3	6	21	15	16	70	71	65	8	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	639	80372	100	100	99	496	496	475	1	2	4	22	17	30	67	76	64	10	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	319	39452	100	100	99	509	508	488	NA	1	3	10	9	22	77	82	72	13	7	3
Male	63	320	40836	98	99	98	483	485	464	2	3	6	35	25	37	57	69	56	6	3	1
African American	NC	38	4264	NC	100	99	NC	494	465	NC	NA	5	NC	18	35	NC	82	59	NC	NA	1
Hispanic	39	127	33608	98	99	99	487	492	462	3	2	6	28	21	36	62	72	57	8	5	1
Asian/Pacific Islander	NC	17	2098	NC	100	99	NC	520	500	NC	NA	2	NC	12	16	NC	76	75	NC	12	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	467	464	NC	NA	4	NC	50	39	NC	50	56	NC	NA	1
White	81	443	36213	100	100	99	503	498	489	NA	2	2	19	15	22	70	77	72	11	6	3
Students with Disabilities	21	76	10526	100	100	94	462	442	427	5	11	15	43	47	53	52	41	31	NA	1	1
Students without Disabilities	111	563	69846	100	100	100	503	504	482	NA	1	3	18	13	26	70	80	69	12	6	2
Limited English Proficient Students	NC	12	12747	NC	92	97	NC	425	432	NC	17	12	NC	50	52	NC	33	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	26	114	38521	100	97	98	496	481	461	4	6	6	23	23	38	58	65	55	15	6	1
Non-Economically Disadvantaged	106	525	41851	100	100	100	497	500	489	NA	1	3	22	16	22	70	78	72	8	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	563	79306	95	98	99	506	515	504	7	6	13	17	15	20	64	56	49	12	23	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	290	38845	97	99	99	501	517	505	4	3	11	26	17	20	60	58	50	11	22	18
Male	64	271	40383	94	96	98	509	513	504	11	10	14	9	14	19	67	53	47	13	23	19
African American	NC	35	4171	NC	95	98	NC	483	485	NC	17	20	NC	29	26	NC	51	44	NC	3	10
Hispanic	31	112	32673	97	99	99	501	506	487	13	9	18	16	17	25	61	57	46	10	17	10
Asian/Pacific Islander	NC	19	2147	NC	95	99	NC	538	539	NC	5	5	NC	5	10	NC	58	46	NC	32	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	80	391	36234	95	98	99	508	520	523	4	4	6	18	14	13	65	56	52	14	26	28
Students with Disabilities	NC	61	10286	NC	90	91	NC	465	462	NC	46	41	NC	20	27	NC	31	27	NC	3	5
Students without Disabilities	112	502	69020	100	99	100	508	521	510	3	1	9	18	15	18	67	59	52	13	25	21
Limited English Proficient Students	NC	10	10291	NC	100	96	NC	NA	458	NC	NA	38	NC	NA	34	NC	NA	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	26	95	37437	96	99	97	489	496	486	23	15	19	15	20	26	58	55	46	4	11	9
Non-Economically Disadvantaged	95	468	41869	95	98	100	510	519	521	3	4	7	18	15	14	65	56	51	14	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	558	79000	93	97	98	503	501	489	5	4	10	9	17	24	80	69	58	6	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	290	38774	97	99	99	507	507	494	2	2	7	5	12	22	86	74	61	7	12	10
Male	61	266	40150	90	95	98	500	495	485	8	6	12	13	21	25	74	64	55	5	8	8
African American	NC	34	4153	NC	92	98	NC	486	476	NC	9	13	NC	26	30	NC	59	53	NC	6	4
Hispanic	30	111	32508	94	98	98	491	491	472	13	10	15	7	14	33	73	68	49	7	7	3
Asian/Pacific Islander	NC	19	2142	NC	95	99	NC	514	510	NC	NA	4	NC	16	14	NC	68	67	NC	16	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	78	389	36135	93	98	98	508	505	508	1	2	4	8	16	14	86	71	67	5	11	15
Students with Disabilities	NC	56	9991	NC	82	88	NC	459	449	NC	23	33	NC	39	36	NC	36	29	NC	2	2
Students without Disabilities	112	502	69009	100	99	100	505	505	495	3	2	6	9	14	22	82	73	62	6	11	10
Limited English Proficient Students	NC	10	10199	NC	100	95	NC	NA	439	NC	NA	35	NC	NA	47	NC	NA	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	24	93	37234	89	97	97	496	486	472	13	11	15	21	25	33	63	59	50	4	5	3
Non-Economically Disadvantaged	94	465	41766	94	97	99	505	504	505	3	3	5	6	15	16	84	71	65	6	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	568	79611	100	99	99	504	512	496	9	5	7	28	25	37	61	69	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	292	39016	100	100	99	530	532	511	3	3	4	15	15	29	80	80	66	2	2	1
Male	68	274	40519	100	98	98	481	492	482	13	7	10	40	35	44	46	57	46	1	0	0
African American	NC	36	4188	NC	97	98	NC	486	486	NC	8	9	NC	36	40	NC	56	50	NC	NA	0
Hispanic	32	113	32855	100	100	99	486	504	481	16	8	10	25	24	43	59	68	47	NA	NA	0
Asian/Pacific Islander	NC	19	2149	NC	95	100	NC	529	519	NC	5	4	NC	11	24	NC	84	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	84	394	36380	100	99	99	513	517	511	7	4	4	26	25	30	64	69	65	2	2	1
Students with Disabilities	15	66	10664	100	97	94	417	450	440	40	21	23	40	53	54	20	26	22	NA	NA	1
Students without Disabilities	112	502	68947	100	99	100	513	520	504	4	3	4	27	21	34	67	74	61	2	2	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	27	96	37626	100	100	98	481	486	479	15	10	10	37	36	45	48	53	45	NA	NA	0
Non-Economically Disadvantaged	100	472	41985	100	99	100	510	518	511	7	4	4	26	23	30	65	72	65	2	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	528	79327	93	98	98	525	524	518	13	12	19	20	18	20	45	53	46	22	17	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	271	38961	91	99	98	530	524	520	10	10	16	21	20	20	44	53	48	25	17	16
Male	65	257	40295	94	97	97	520	524	516	15	14	21	18	16	19	46	54	44	20	17	16
African American	NC	23	4247	NC	96	98	NC	495	499	NC	35	27	NC	17	24	NC	39	41	NC	9	8
Hispanic	28	109	32327	88	95	98	524	507	499	14	20	27	18	24	25	46	45	41	21	11	8
Asian/Pacific Islander	NC	20	1939	NC	100	99	NC	548	556	NC	10	6	NC	10	10	NC	50	47	NC	30	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	81	372	36373	94	99	98	526	530	538	12	8	10	20	17	14	44	57	52	23	18	25
Students with Disabilities	12	50	9321	57	78	87	455	459	467	67	56	54	8	18	22	25	26	21	NA	NA	3
Students without Disabilities	105	478	70006	100	100	100	533	530	524	7	7	14	21	18	19	48	56	49	25	18	18
Limited English Proficient Students	NC	10	9431	NC	100	95	NC	NA	466	NC	NA	53	NC	NA	27	NC	NA	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	18	89	37097	78	92	97	496	505	498	28	24	27	17	21	25	50	45	41	6	10	7
Non-Economically Disadvantaged	99	439	42230	96	99	99	530	528	535	10	10	11	20	17	15	44	55	50	25	18	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	520	79501	85	96	98	514	508	497	3	5	10	16	18	25	77	73	60	5	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	268	39062	84	97	99	522	513	502	2	3	8	10	15	23	81	77	64	6	5	5
Male	59	252	40368	86	95	98	508	504	491	3	7	13	20	21	27	73	69	57	3	3	3
African American	NC	23	4279	NC	96	99	NC	484	485	NC	22	14	NC	30	30	NC	48	54	NC	NA	2
Hispanic	24	105	32389	75	91	98	505	495	478	8	10	16	21	28	34	67	58	48	4	4	1
Asian/Pacific Islander	NC	19	1936	NC	95	99	NC	508	519	NC	11	3	NC	11	14	NC	74	73	NC	5	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	76	368	36446	88	98	99	518	515	516	NA	2	4	16	15	15	79	79	73	5	4	7
Students with Disabilities	NC	42	9411	NC	66	88	NC	455	453	NC	31	36	NC	26	36	NC	40	26	NC	2	1
Students without Disabilities	105	478	70090	100	100	100	514	513	502	3	3	7	16	17	24	76	76	65	5	4	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	13	84	37183	57	87	97	492	490	479	8	10	16	38	29	34	54	60	49	NA	2	1
Non-Economically Disadvantaged	94	436	42318	91	98	99	517	512	513	2	4	5	13	16	17	80	76	70	5	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	543	80000	100	100	99	579	577	564	2	2	3	9	7	11	67	72	75	21	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	278	39288	100	100	99	592	592	579	4	2	2	7	3	6	53	70	77	37	26	16
Male	69	265	40644	100	100	98	569	563	549	1	3	4	10	11	15	80	74	74	9	12	7
African American	NC	23	4307	NC	96	99	NC	542	551	NC	13	4	NC	9	13	NC	65	75	NC	13	7
Hispanic	32	114	32672	100	99	99	554	569	548	6	2	4	13	9	14	66	77	76	16	12	6
Asian/Pacific Islander	NC	20	1945	NC	100	99	NC	566	592	NC	5	1	NC	5	4	NC	70	69	NC	20	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	86	381	36602	100	100	99	588	583	579	1	2	2	7	6	7	69	71	75	23	22	16
Students with Disabilities	21	64	9919	100	100	93	508	489	505	5	9	9	43	38	35	52	50	54	NA	3	2
Students without Disabilities	105	479	70081	100	100	100	594	588	571	2	1	2	2	3	7	70	75	79	26	21	12
Limited English Proficient Students	NC	10	9571	NC	100	96	NC	NA	502	NC	NA	10	NC	NA	29	NC	NA	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	95	37534	100	98	98	540	541	547	4	5	4	22	15	15	70	71	76	4	9	5
Non-Economically Disadvantaged	103	448	42466	100	100	100	588	585	578	2	2	2	6	5	7	67	72	75	25	21	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	508	78546	96	97	97	552	549	543	4	7	15	20	17	18	61	61	52	16	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	252	38645	95	96	98	548	546	545	2	6	13	23	18	18	63	62	54	12	14	15
Male	49	256	39792	96	98	97	557	553	542	6	9	17	16	16	17	57	59	50	20	16	15
African American	NC	28	4205	NC	97	97	NC	519	524	NC	18	22	NC	29	22	NC	54	49	NC	NA	7
Hispanic	29	99	31177	97	99	97	540	535	524	3	11	22	28	20	23	59	59	48	10	10	7
Asian/Pacific Islander	NC	22	1940	NC	100	99	NC	572	580	NC	5	5	NC	5	9	NC	68	53	NC	23	33
American Indian/Alaskan Native	NC	10	4689	NC	91	95	NC	NA	515	NC	NA	28	NC	NA	25	NC	NA	43	NC	NA	4
White	65	349	36450	96	96	97	562	554	563	2	5	7	14	16	12	65	62	57	20	17	23
Students with Disabilities	NC	32	8093	NC	73	82	NC	484	489	NC	53	50	NC	31	24	NC	16	23	NC	NA	2
Students without Disabilities	107	476	70453	100	99	100	553	553	549	4	4	11	19	16	17	62	64	56	16	16	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	19	74	34694	83	96	96	553	541	524	NA	14	23	32	19	23	53	55	48	16	12	7
Non-Economically Disadvantaged	90	434	43852	99	97	99	552	551	559	4	6	10	18	17	13	62	62	56	16	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	515	79045	99	98	98	524	520	512	4	7	10	22	17	25	63	69	58	12	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	257	38860	100	98	98	532	524	519	2	4	7	16	17	22	70	73	62	13	6	8
Male	50	258	40075	98	98	97	514	516	505	6	10	12	30	18	28	54	66	54	10	7	6
African American	NC	30	4250	NC	100	98	NC	503	500	NC	17	12	NC	23	31	NC	57	54	NC	3	3
Hispanic	29	98	31314	97	98	98	500	503	493	3	8	16	41	32	34	52	58	48	3	2	2
Asian/Pacific Islander	NC	22	1949	NC	100	99	NC	523	536	NC	5	4	NC	9	15	NC	73	66	NC	14	15
American Indian/Alaskan Native	NC	11	4719	NC	100	96	NC	501	489	NC	NA	15	NC	45	39	NC	55	45	NC	NA	2
White	68	354	36730	100	98	98	539	527	532	1	6	4	13	12	16	71	74	68	15	8	12
Students with Disabilities	NC	40	8552	NC	91	87	NC	455	463	NC	55	35	NC	25	40	NC	20	23	NC	NA	1
Students without Disabilities	107	475	70493	100	99	100	526	526	517	4	3	7	20	17	24	64	73	62	12	7	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	21	76	34922	91	99	96	512	510	493	NA	9	15	43	29	34	43	53	48	14	9	3
Non-Economically Disadvantaged	92	439	44123	100	98	99	527	522	527	4	7	6	17	15	18	67	72	66	11	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	518	79657	99	99	99	585	579	566	3	3	3	3	4	8	94	92	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	258	39120	100	98	99	587	587	580	5	3	2	NA	1	4	95	95	92	NA	2	2
Male	50	260	40423	98	99	98	582	571	553	NA	3	5	6	7	12	92	90	83	2	1	1
African American	NC	30	4290	NC	100	99	NC	560	560	NC	3	4	NC	10	9	NC	87	86	NC	NA	1
Hispanic	29	99	31642	97	99	99	583	576	552	3	4	5	NA	2	11	97	94	84	NA	NA	0
Asian/Pacific Islander	NC	22	1948	NC	100	99	NC	587	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	10	4760	NC	91	97	NC	NA	547	NC	NA	5	NC	NA	14	NC	NA	81	NC	NA	0
White	68	357	36929	100	99	99	588	581	579	1	3	2	4	4	5	93	92	91	1	2	2
Students with Disabilities	NC	44	9069	NC	100	92	NC	533	508	NC	7	11	NC	20	30	NC	73	58	NC	NA	1
Students without Disabilities	107	474	70588	100	99	100	585	583	573	3	3	2	3	2	5	93	94	91	1	1	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	21	75	35341	91	97	97	588	569	551	NA	3	5	NA	7	12	100	91	83	NA	NA	0
Non-Economically Disadvantaged	92	443	44316	100	99	100	584	580	578	3	3	2	3	3	5	92	92	90	1	1	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	491	78400	90	96	97	565	562	554	11	15	21	14	17	19	61	55	47	13	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	253	38686	95	98	98	561	561	554	11	13	20	17	21	20	61	54	49	11	13	12
Male	52	237	39636	85	94	96	569	562	554	12	17	23	12	14	18	62	56	46	15	13	13
African American	NC	24	4193	NC	92	97	NC	526	533	NC	38	32	NC	25	23	NC	33	40	NC	4	5
Hispanic	24	94	30732	92	97	97	557	551	534	17	19	31	21	24	24	46	48	40	17	9	5
Asian/Pacific Islander	NC	15	1827	NC	94	99	NC	558	594	NC	13	8	NC	13	12	NC	67	49	NC	7	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	70	350	37038	91	96	97	571	568	575	7	12	11	11	15	14	67	58	56	14	15	19
Students with Disabilities	NC	39	7840	NC	74	81	NC	487	498	NC	69	60	NC	15	18	NC	15	20	NC	NA	2
Students without Disabilities	101	452	70560	98	99	99	567	567	560	9	10	17	14	17	19	63	58	50	14	14	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	11	77	33014	79	95	95	523	548	534	36	25	31	27	23	24	36	40	40	NA	12	5
Non-Economically Disadvantaged	95	414	45386	91	97	99	570	564	569	8	13	15	13	16	15	64	57	52	15	13	18

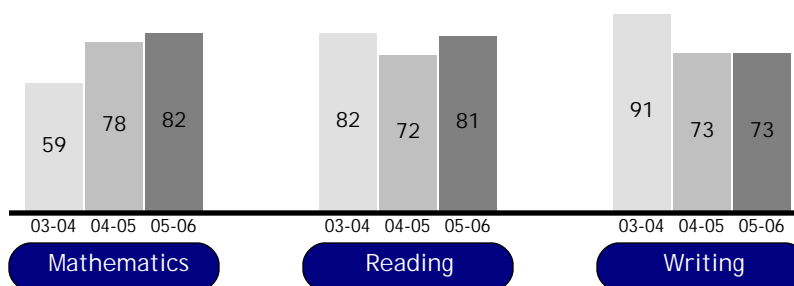
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	502	79179	97	99	98	530	534	519	7	5	11	18	19	27	71	71	58	4	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	255	38974	98	99	99	534	540	524	4	4	8	18	15	25	75	76	61	4	5	5
Male	58	246	40124	95	98	97	525	527	513	10	7	13	19	23	28	67	65	54	3	4	4
African American	NC	26	4243	NC	100	98	NC	504	506	NC	8	14	NC	38	32	NC	54	51	NC	NA	3
Hispanic	25	95	30987	96	98	98	521	520	498	12	11	17	24	21	36	64	65	45	NA	3	1
Asian/Pacific Islander	NC	16	1832	NC	100	99	NC	522	543	NC	6	4	NC	25	17	NC	69	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	74	357	37467	96	98	98	538	541	539	7	3	5	11	16	17	77	75	70	5	6	8
Students with Disabilities	13	50	8567	87	94	88	475	471	467	38	36	39	38	40	38	23	22	22	NA	2	1
Students without Disabilities	101	452	70612	98	99	99	536	540	524	3	2	7	16	17	25	77	76	62	4	5	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	14	80	33345	100	99	96	499	523	499	14	10	17	36	25	36	50	60	46	NA	5	1
Non-Economically Disadvantaged	100	422	45834	96	99	99	534	536	533	6	4	7	16	18	19	74	73	67	4	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	507	79734	98	100	99	567	576	554	3	2	3	10	10	19	86	88	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	256	39243	100	100	99	571	590	568	4	1	2	9	4	12	88	93	85	NA	2	1
Male	59	250	40413	97	99	98	563	561	541	3	3	4	12	15	26	85	82	70	NA	0	0
African American	NC	25	4285	NC	96	99	NC	538	548	NC	8	3	NC	24	22	NC	64	74	NC	4	0
Hispanic	25	95	31254	96	98	99	571	572	539	NA	NA	5	8	9	25	92	89	70	NA	1	0
Asian/Pacific Islander	NC	16	1837	NC	100	99	NC	578	579	NC	NA	1	NC	6	9	NC	94	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	76	363	37668	99	100	99	569	580	569	5	2	1	8	8	13	87	89	85	NA	1	1
Students with Disabilities	15	53	8943	100	100	92	533	511	495	7	8	11	33	45	51	60	43	38	NA	4	1
Students without Disabilities	101	454	70791	98	100	100	572	582	561	3	1	2	7	6	15	90	93	83	NA	1	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	14	79	33718	100	98	97	541	567	538	7	3	5	14	16	26	79	78	69	NA	3	0
Non-Economically Disadvantaged	102	428	46016	98	100	100	571	577	567	3	2	2	10	8	14	87	89	84	NA	1	1

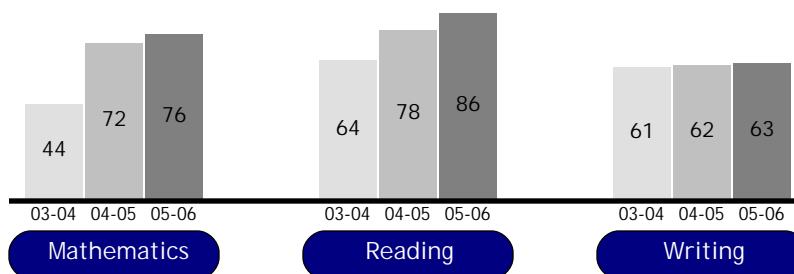
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

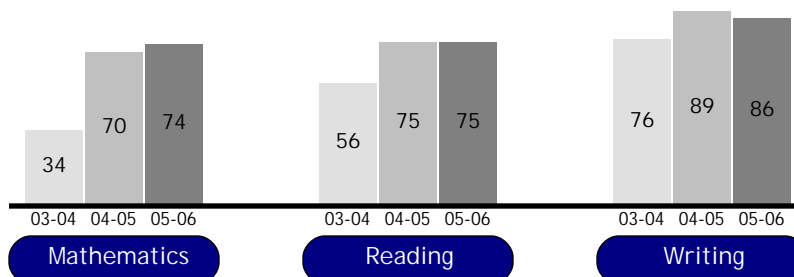
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	57	NA	58	99	52	57	47	99	65	59	46
	Language	100	49	54	50	99	55	56	47	99	70	65	48
	Mathematics	100	57	62	64	100	56	59	50	99	70	65	52
3	Reading	100	67	NA	55	99	49	57	44	92	63	61	46
	Language	100	68	67	61	99	49	54	44	98	58	61	46
	Mathematics	100	59	61	61	99	54	61	51	98	67	67	52
4	Reading	100	65	NA	56	98	59	59	48	92	61	67	52
	Language	100	63	61	52	98	57	59	49	99	58	65	52
	Mathematics	100	71	71	61	98	61	61	53	98	63	70	58
5	Reading	100	55	NA	55	98	54	58	50	91	68	67	56
	Language	100	56	58	49	98	54	58	50	98	61	63	54
	Mathematics	100	66	71	63	98	50	56	49	93	58	61	52
6	Reading	99	68	NA	56	99	60	60	51	85	72	63	56
	Language	100	61	59	48	99	58	56	47	100	58	56	50
	Mathematics	100	73	72	66	99	58	59	52	93	63	63	58
7	Reading	100	62	NA	54	98	58	60	50	99	63	63	54
	Language	100	77	66	58	98	63	64	52	99	65	65	58
	Mathematics	100	71	61	62	98	55	58	50	96	56	58	54
8	Reading	98	63	NA	55	100	61	60	51	97	65	67	58
	Language	97	70	61	52	100	58	58	50	97	59	61	56
	Mathematics	97	73	66	61	100	58	57	53	90	65	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Community and School Wide Communication
- Ü Grade Level Improvement Plans
- Ü AIMS/Terra Nova Assessment Results
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	70.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	6	0	0
4 to 6 years	11	6	0	0
7 to 9 years	7	4	0	0
10 or more years	5	5	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	116
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Science Lab
- Ü Two Mini Computer Labs
- Ü Media Center/Library
- Ü Family and Consumer Science Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü Athletics
- Ü 5th grade Band and Orchestra

Social Services

- Ü HUSD Recreation Programs
- Ü Chandler Gilbert Comm. College Partners
- Ü ASU East Partnership
- Ü Kid's Club
- Ü Counseling Services
- Ü After School Academy

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü San Tan's School Performance label changed from being a Performing Plus School to a Highly Performing School determined by AIMS data from 2005-06 school year.
- ü San Tan's Middle School students participated in a Community Building Project whereby the students took responsibility for creating their community beliefs, code of conduct, and middle school mission statement.
- ü San Tan's AIMS scores for grades three through eight consistently score higher than the state average in meeting or exceeding percents as measured in reading, math and writing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	76	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safety and climate committee of administration, parents and staff was established. The mission of this group is to assess current safety procedures and to implement changes to continuously update our procedures.

Character Counts is a program that has been established school wide. The six character pillars promote good citizenship, responsibility, caring, respect, and concern for the well being of others.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ms. Maureen E. Migacz	(480) 279-7200
Transportation Policy	Mr. Josh Crosby	(480) 279-7026
Community Resources	Mrs. Tot Wallace	(480) 279-7036
School Nutrition Programs	Mr. Shawn Stevenson	(480) 279-7120
Parent Organization	Mrs. Vicky Nelson	(480) 656-4962
Student Health/Nurse	Mrs. Miriam Nelson	(480) 279-7215

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.